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## **A Study to Determine the Effectiveness of Self-paced Learning Activity Packaged Compared with Various Teacher Directed Instructional Classroom Techniques on Fundamentals of Marketing Students at Lakeland High School**

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A STUDY TO DETERMINE THE EFFECTIVENESS OF SELF-PACED  
LEARNING ACTIVITY PACKAGES COMPARED WITH VARIOUS  
TEACHER DIRECTED INSTRUCTIONAL CLASSROOM  
TECHNIQUES ON FUNDAMENTALS OF MARKETING  
STUDENTS AT LAKELAND HIGH SCHOOL

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A RESEARCH PROJECT  
PRESENTED TO  
THE FACULTY OF THE GRADUATE SCHOOL  
OLD DOMINION UNIVERSITY

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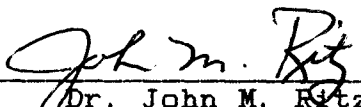
IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
MASTER OF SCIENCE IN EDUCATION

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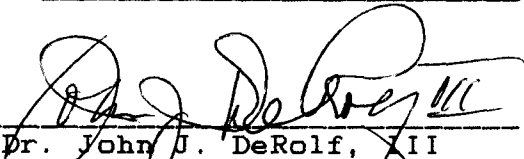
BY  
EDWARD L. SAWYER  
DECEMBER, 1991

This project was prepared by Edward L. Sawyer under the direction of Dr. John M. Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Master of Science in Education degree.

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Edward L. Sawyer

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## CHAPTER I

### INTRODUCTION

Marketing Education (ME) is one of many Vocational Education Programs offered at Lakeland High School, in Suffolk, Virginia. Because of the increasing numbers of special needs learners, economically and academically disadvantaged students and handicapped students, entering the program through mainstreaming with contemporary secondary school students, it is vital that teachers utilize various instructional classroom techniques. "Obviously, the best teachers are those who not only know what they are talking about but who employ the most appropriate techniques for teaching" (Grambs and Carr, 1979, p. 4).

Teaching styles differ as do student learning styles at different times. The teacher who plans and makes use of a variety of learning experiences through student interests and experiences automatically employs variety in learning resources (Grambs and Carr, 1979, p. 171).

Traditional teaching methods, such as lecture, use of the chalk board, taking notes, and simply reading a textbook are not enough to hold the interest of today's students. Increased television programming, the advent of the computer, and video games have forced teachers to become more entertaining and innovative in the teaching strategies they incorporate.



Today, teachers attempt to interest students and add dimension to the learning process by including other instructional techniques. These techniques include in-school personnel, guest speakers, field trips, and a multitude of media such as bulletin boards, newspapers, periodicals, film strips, slides, transparencies, videotapes, movies, television, radio, role playing and simulation.

The Marketing Education Program at Lakeland High School also incorporates competency-based instruction (CBI) and utilizes a system of LAP instruction provided by the Interstate Distributive Education Curriculum Consortium (IDECC).

The focus of this study was centered around the various instructional techniques employed by Marketing Education teachers at Lakeland High School, with emphasis on the IDECC system.

#### STATEMENT OF THE PROBLEM

The problem of this study was to measure the effectiveness of self-paced individual learning activity packages (LAPS) compared to various and different instructional classroom techniques on Fundamentals of Marketing students at Lakeland High School.

## RESEARCH GOALS

The hypothesis of this study was:

H0: There would be no significant difference in the learning outcomes of students who were exposed to various teaching techniques and those who were exposed to only using IDECC learning activity packages.

## BACKGROUND AND SIGNIFICANTS

Distributive Education was founded by Louise Bernard in 1937, in Waynesboro, Virginia. Employed at the time by the R. H. Macy Company in New York, Bernard was invited to Waynesboro to conduct an adult program in an attempt to increase sales of the local businesses. She began by visiting cooperative stores and meeting with management, salespersons, and other personnel to discuss how they could improve personnel practices, merchandising, advertising and customer relations. Her success with this program led to the opening of the first high school cooperative program in Roanoke, Virginia, in 1941. The program known as Distributive Education is known today as Marketing Education (ME Handbook, 1990, p. 1).

"Marketing Education is a vocational education program for those preparing for or engaged in the marketing and distribution of goods and services to the public, including all retail, wholesale, and service occupations" (ME Handbook, 1990, p. 2). Currently, there are three courses

available to students at Lakeland High School in the Marketing Education Program: Fundamentals of Marketing, Marketing, and Advanced Marketing.

Marketing Education coordinators for many years have been concerned with the curriculum they teach and the instructional classroom techniques and materials employed. They take great pride in the improved curriculums and the increased number of teaching strategies available for them to use in order to increase student learning.

The purpose of the Marketing Education program is to provide basic pre-employment skills to students according to their career interests. The key here is student interest. In order to keep students interested, with so many outside variables, it is imperative that teachers incorporate meaningful and interesting instructional classroom techniques. The techniques employed should provide instruction to promote success in satisfying individual student wants, needs and goals related to job preparation as well as the ability to succeed in the school, home and community.

According to Grambs and Carr, it is of significant importance for teachers to realize the different needs, interests, abilities, and skills of all individuals. In order to keep students interested in learning and add dimension to the learning process, teachers must be

innovative concerning instructional techniques. A variety of teaching methods such as field trips, movies, guest speakers, and individualized learning packages are significant to maintaining and increasing the student's motivational desire to learn and become successful.

#### LIMITATIONS

The limitations of this study were as follows:

1. The results of this study were confined to the Marketing Education Program at Lakeland High School in Suffolk, Virginia.
2. The study was limited to Fundamentals of Marketing students.
3. The period of the study was for the 1990-91 school year.

#### ASSUMPTIONS

In this study there were several factors which were assumed to be true and correct. The assumptions were as follows:

1. The students enrolled in the class had never taken Fundamentals of Marketing.
2. The students involved were never enrolled in any other pre-employment class.
3. The students had individual GPA's, abilities, skills, interests, and needs.
4. The student records at Lakeland High School were accurate and complete for the current year.

## PROCEDURES

Fundamentals of Marketing students at Lakeland High School were used to conduct this study. Student records were used to establish individual student career interests and class average GPA scores. Students who had dropped out or transferred to another program or school were not included in the study. The study was experimental in nature and was conducted as follows:

1. The first period, eight o'clock class, was used as the control group. These students only received independent IDECC Learning Activity Packages (LAPS) for instructional purposes.
2. The fifth period, eleven o'clock class, was used as the experimental group. These students received various instructional classroom techniques, with the exception of Learning Activity Packages.
3. Both classes were given the exact same post-tests at the appropriate time. The post-tests results were computed utilizing the t-Test for significance.

## DEFINITION OF TERMS

To assist the reader in classifying the meanings of certain terms used in the study, the following list was provided:

1. Competency - A knowledge, skill or attitude needed to effectively (competently) perform in an occupation as determined by workers in the occupation (Kanter, 1977, p. 3).
2. CBI - Competency based instruction is a specific list of competencies that most accurately reflects individual student needs in order to identify suitable instructional materials which

directly address these needs (Gleason, 1980, p. 3).

3. Fundamentals of Marketing - The first year Marketing Education course which is designed to provide students with the basic pre-employment skills that are necessary in order to become gainfully employed.
4. IDECC - The Interstate Distributive Education Curriculum Consortium (IDECC) was established in the early 1970's to develop a competency-based learning system for the improvement of instruction in distributive education (Gleason, 1980, p. 1).
5. LAPS - individual student learning activity packages.
6. Marketing Education - a vocational education program for those preparing for or engaged in the marketing and distribution of goods and services to the public including all retail, wholesale, and service occupations (ME Handbook, 1990, p. 2).
7. Vocational Education - Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, in such fields as agriculture, business, home economics, health, marketing, technical, modern industrial arts, and trade and industrial occupations, or for additional preparation for a career in such fields, and in other occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program (Public Law 98-524).

#### SUMMARY

Chapter I dealt with the various instructional classroom techniques involved in teaching Marketing Education at Lakeland High School. Emphasis was placed on individual student interest in order to optimize the learning process. The problem of the study was to measure

the effectiveness of self-paced individual learning activity packages compared to various and different instructional classroom techniques on Fundamentals of Marketing students. The study was experimental in nature, using a control group and an experimental group. Student records were analyzed and calculated in order to acquire the mean GPA of each class and not identify individual students. Tests were applied to both groups equally. To assist the reader in clarifying the meanings of certain terms used in the study, a definition of terms list was included.

Chapter II, Review Of Literature, addresses the problem as it pertains to the topic studies done by other researchers. Chapter III, Methods And Procedures, provides the instruments and techniques used to complete the study. Chapter IV, Findings, contains the study analysis and results. Finally, Chapter V, Summary, Conclusions And Recommendations, completes the study.

## CHAPTER II

### REVIEW OF LITERATURE

This review dealt with the philosophy of education, principles of teaching methods, and the historical development of individualized instruction. Individualized instruction was defined and learning activity packages were described. A concentrated effort was placed on IDECC-LAP's since they are utilized in Marketing Education Programs.

#### Philosophy of Education

Within a process of formal schooling, the term education is sometimes used to refer only to that part of the formal instruction that is thought to be liberal or general in nature. Thus, people sometimes speak of vocational or technical training in contrast to education (Smith, 1965, p. 23).

When attempting to explain what education is, four areas must be considered. Education is: (1) a process, (2) sociopolitical, (3) a practice, an art a daily occupation and (4) a means for reaching ends or aims (Smith, 1965, p. 24-25).

Public education was limited to elementary education until Boston opened the doors of the first public high school in 1821. Societies changing wants and needs concerning who should be educated has elevated to include all children of all people (Smith, 1965, p. 33). Today, society insists on educating the disadvantaged and



handicapped student (special needs students).

### Principles of Teaching Methods

A changing trend, headed for future acceleration, is the change from "traditional" to "activity" learning methods. The early twentieth century experienced a growth from scientific and technical influences as advocated by John Dewey. "Traditional" learning methods consisted of verbal repetition, grammar style, and abstract logic through instruction, direction, imitation, and memorization, in preparation for philosophy, theology and law studies at the university level. "Activity" learning methods are considered to be modernistic and educationally sound. The methods incorporated are exploration, self-activity, and discovery. "The two must be combined in different proportions at different periods of development and for different purposes" (Pinsent, 1969 p. 443-455).

### Individualized Instruction

Individual differences must also be considered. Individuals begin to learn the moment they are born using the five senses. Parents can enhance a child's learning by simply encouraging and helping the child to learn. Aural and visual perceptions become sharper, attention, memory and imagination develop, and the child's curiosity to learn more, faster and easier grows. In order

to accomplish this, parents must provide experiences, listen to, and talk with their children. These basic skills and abilities are necessary for the child to begin school (Noar, 1972, p. 13 - 14).

There are emotional needs of every individual which must be met by the home, community and school. Two of these needs, acceptance and achievement, can be satisfied in the classroom. Acceptance may be satisfied through verbal - voice, tone and volume, and nonverbal gestures - smiles, hugs and winks (Noar, 1972, p. 1 - 2).

In order for all students to learn, traditional mass instructional methods and materials must change, especially for disadvantaged and handicapped students. Many teachers still feel the need to follow the course of study and outline written by department heads or committees and complete the textbook cover to cover supplied from a state-approved list without considering the individual student (Noar, 1972, p. 41 - 43).

Teachers must provide for individual differences in their students. These individual differences include reaction time, amount of prodding, frequency and kind of motivation and encouragement required, the use and ability of the five senses, and self-development. Student work quality rather than quantity should be evaluated (Noar, 1972, p. 79 - 81). Teachers need to emphasize learning rather than

textbook memorization. To do this, teachers must relate to students, make sure each student succeeds, teach them how to learn, create groups, increase student interaction, find out what they want to learn, subject them to other people, places and things, and turn themselves on (Noar, 1972, p. 106 - 110).

Individualized instruction is a way of organizing that permits and encourages each student to progress at a pace and level and in a manner commensurate with his unique combination of abilities, previous achievements, cultural background, interest, learning style and needs (Kapfer, 1972, p. 23).

A view, by Robert A. Weisgerber, is that "Individualized instruction" is a program of education which includes, in addition to instruction, assisting the student to become acquainted with the many opportunities, roles and activities which life offers and assisting the student to gradually develop convictions as to the relation of his own unique talents, interest, and values to these possible roles. Individualized education includes guidance and individual planning. Individualized instruction does not include such a formulation of goals and plans (Weisgerber, 1971, p. 8).

Three major factors, 1) educational goals, 2) individual capabilities, and 3) instructional means, are involved with the individualized education system (Weisgerber, 1971, p. 95).

Individualized instruction commonly includes one or more of the following elements:

- (1) Provision for variability among students

in the **rate** at which they are able to achieve a desired degree of mastery of a given behavior.

- (2) Provision for variability among students in the "skills" (e.g., reading, writing, using audio-visual equipment, etc.) that they possess at a given point in time and therefore, their **readiness** for employing these skills as tools for using various learning materials and activities.
- (3) Provision for variability among students in their **knowledge, understanding, and attitude development** along a continuum ranging from simple perception to the highest levels of understanding and value development (choice of action).
- (4) Provision for variability among students in their **motor development** (e.g., ranging from "show and tell" to understandably communicating complex ideas).
- (5) Provision for variability among students in their **motor skill development** (e.g., ranging from random movement to using precision, control, grace or speed of movement).
- (6) Provision for variability among students in **responsibility development** (e.g., self-direction, self-initiative, self-discipline, willingness to put forth effort, or willingness to follow oral or written instructions and standard operating procedures) along a continuum from external (teacher) shaping of these behaviors to conscious (student) valuing and choosing these behaviors.
- (7) Provision for variability among students in readiness for **self-motivated learning** (e.g., based on immediate academic, in-life or career goals that each student wants).

At the same time, in packaged (or unpackaged) instructional

materials and activities, concern is commonly demonstrated for one or more of the following elements:

- (1) Provision for variability in societal, parental and student **expectations** concerning the subject matter and behaviors to be learned.
- (2) Provision for variability in **inter-actions** among students, between students and teachers and between students and materials.
- (3) Provision for variability of **subject matter** in forms (from concrete to abstract) and in formats (books, films, objects, discussions, etc.) that most efficiently and effectively support the behaviors being sought.
- (4) Provision for variability in **instructional settings** (whether for individual students or for groups of students) in which interactions can take place, subject matter can be learned and behaviors can be practiced.
- (5) Provision for the **motivational appeal** of the interactions, materials and settings (Kapfer, 1972, p. 4-5).

#### Learning Packages

In the early 1970's, the Interstate Distributive Education Curriculum Consortium (IDECC) was established. It was developed to design curriculum based on formal research conducted by research specialists. It was originally set up utilizing the late 1960's Crawford studies. IDECC has expanded the consortium's materials to include over 100 occupations or occupational clusters which are updated every

five years or less. IDECC is available to all marketing programs from Ohio State University. IDECC identifies competencies required for various marketing occupations and uses these competencies as the basis for developing Individual Learning Packages (LAP's). The objective is to develop a plan that will treat each student as an individual within a group setting (Gleason, 1980, p. 1-3). Learning packages usually include the following eight ingredients for individualizing instruction:

1. **Concepts** are abstractions which organize the world of objects, events, processes, structures, or qualities into a smaller number of categories.
2. **Instructional objectives** tell the pupil what he will have to be able to do when he is evaluated, the important conditions under which he will have to perform, and the lower limit or quality of performance expected of him.
3. **Multi-dimensional learning materials** of varying difficulty are cited from commercial sources, whenever possible, and include a variety of media which require use of as many different senses as possible.
4. **Diversified learning activities** provide alternative approaches for achieving the instructional objectives, and include such activities as large group and small group instruction, field trips, model building, drama productions, games, laboratory experiments, role playing, pupil-teacher conferences, reflective thinking and the like.
5. **Pre-evaluation** is designed to assess the extent to which the pupil has already achieved the instructional objectives as

a result of his earlier learning experiences. Pre-evaluation enables the pupil to invest his time wisely in areas in which he is weak.

6. **Self-evaluation** is designed to assist the pupil in determining his own progress toward achieving the instructional objectives. Self-evaluation, the results of which indicate the pupil's readiness for post-evaluation, occurs after the pupil has used the multi-dimensional learning materials and participated in diversified learning activities.
7. **Post-evaluation** is designed to assess the extent to which the pupil has achieved the instructional objectives as a result of his learning experiences.
8. **Quest** includes problem confrontation, delimitation, research, and resolution. Quest is a pupil-initiated and self-directed learning activity.

Learning packages including the above eight elements can provide for self-paced learning through individualized instruction (Weisgerber, 1971, p. 187).

Individually Prescribed Instruction (IPI) is another individualized instructional system which was developed in 1963 by the Learning and Development Center, at the University of Pittsburgh, and the Pittsburgh Baldwin-Whithall Public Schools. IPI Systems concentrate on the following format: 1) specification of goals, 2) measurement and diagnosis of the pupil's initial behavior, 3) assignment of instructional objectives, 4) continues monitoring and assessment, and 5) procedures for adaption and optimization

(Weisgerber, 1971, p. 92)

UNIPAC is still another program of individualized instruction which utilizes the same basic elements contained in the LAP. The Materials Dissemination Center of the Institute for the Development of Educational Activities (I/D/E/A), a project of the Charles F. Kettering Foundation, began in 1966 in an effort to support teachers and administrators throughout the country with the development and dissemination of individualized instructional program materials (Weisgerber, 1971, p. 174-175).

The format of UNIPAC consists of pre-test, main concept, component parts, behavioral objectives, instructions for selection of activities, diversified activities, self-test, post-test, quest, and field test (Kapfer, 1972, p. 13).

Another individualized learning package constructed by the I/D/E/A consultants founded by Kettering is the Single-Page Learning Model (LM). The program took eight years to research and develop. LM's are one page learning modules which contain the same elements as the LAP except for the information section which is purposely left out in order to decrease the package overall size. It allows individual teacher and student diagnosis and prescription. It also decreases time spent preparing learning packages. The



components of the LM are subject, concept, purpose, objectives, pre-test, learning activities, post-test and quest (Kapfer, 1972, p. 16-20).

Some other programs in use today are the Continuous Progress Plan (CPP), the Unit Study Plan (USP), and the Learning Contact Method (LCM) (Weisgerber, 1971, p. 170).

### SUMMARY

The review of literature chapter presented an overview of the efforts of educators and society to change from traditional education to individualized education in both educational philosophy and teaching methods. The change to a more humanistic approach deals with the fact that individuals learn at different rates and have varied interests, skills and abilities. The evolution of individualized instruction came about due to these characteristics and led to the development of learning packages.

Individualized instruction differs in meaning among educators and authors. However, this method of instruction is consistent concerning the inclusion of these basic elements: 1) subject matter is based on individual needs and interests, 2) at an appropriate level for the learner, 3) learner-paced, and 4) various learning activities, materials and equipment are utilized.

Learning packages were developed as a tool to provide individualized instruction. They are similar in format and meet the criteria for individualized instruction. The following packages were described: UNIPAC, Individually Prescribed Instruction (IPI), and the Single-Page Learning Model (LM). Special consideration was given to Learning Activity Packages because of their use in the Marketing Education Program.

Chapter III will outline the Methods And Procedures used by the researcher. The Findings gathered through the experimental method will be reviewed in Chapter IV. The final chapter will then present the Summary, Conclusions And Recommendations of the information gathered.

## CHAPTER III

### METHODS AND PROCEDURES

The methods and procedures used in this study were described in this chapter. The following sections were included: population, research variables, instrument design, classroom procedures, data collection procedures, statistical analysis, and summary. The research study was experimental in nature.

### POPULATION

The population of this study consisted of 41 sophomore students. They were enrolled in the Fundamentals of Marketing class of the Marketing Education Program at Lakeland High School in Suffolk, Virginia. The 41 students were divided into two groups. The first group consisted of 19 students and met at 8:00 in the morning for the first period class. The second group consisted of 22 students and met at 11:00 in the morning for the fifth period class.

### RESEARCH VARIABLES

The first period class was used as the control group. This group only received learning activity packages, which covered four areas found in the human relations unit, provided by IDECC. The students worked in groups of two, three, or four.

The fifth period class was used as the experimental group. Using the same four human relations unit areas, the students were instructed by the researcher utilizing a variety of teaching techniques excluding the learning activity packages.

#### INSTRUMENT DESIGN

Two tests were used in the study which were standardized tests developed and provided in the human relations unit by IDECC. The purpose of the tests was to show student overall understanding and competencies learned from the human relation areas according to stated objectives and content. Refer to Appendixes A and B.

#### CLASSROOM PROCEDURES

The first period class was self instructed utilizing four IDECC learning activity packages. They worked in groups of two, three or four students to a group. Each group was given a different area of the human relations unit to study. As each group completed an area, they exchanged LAP's until all four areas had been completed. The only assistance offered by the researcher was to answer any puzzling questions by students concerning the LAP content in order to assure student understanding. After completing two areas, they were given a test covering the material studied. When the last two unit areas were completed, a second test

was administered.

The fifth period class was instructed by the researcher. The researcher used the following instructional techniques: lecture, board and overhead transparencies. The students were required to take notes, participate in classroom discussion, complete handouts and puzzles, and demonstrate their understanding of the material through role-playing situations. There was constant interaction between the students and the researcher. No learning activity packages were used for instructional purposes. Upon completion of the first two human relation areas, the students completed the first test. At the end of the unit, the second test was administered to students.

#### DATA COLLECTION PROCEDURES

The data was collected by using the raw score of the two tests for each student in both groups. Each test for both groups was compared for relationship or correlation.

#### STATISTICAL ANALYSIS

The data from the two tests was collected and analyzed using the t-Test method. This method was used to determine if there was a significant difference between the sample mean test scores of the two groups.

### SUMMARY

Chapter III described the Methods And Procedures used in this study. These included population, research variables, classroom procedures, data collection procedures, statistical analysis, and summary. The research study was experimental in nature. Chapter IV presented the Findings and results of the study. The Summary, Conclusions And Recommendations of the study were presented in Chapter V.

## CHAPTER IV

### FINDINGS

The problem of this study was to determine the effectiveness of self-paced individual learning activity packages (LAPS) compared to various and different instructional classroom techniques on students enrolled in the Marketing Education Program at Lakeland High School. This chapter contains the results of the data collected from the test instruments used in the study. The data was used to determine if there was a significant difference in the performance of students enrolled in Marketing Education who learned from learning activity packages compared to students who learned from various other classroom techniques.

### EXPLANATION OF TABLES

Two test instruments, designed by IDECC, were given to both groups of students and used to collect data. The tests consisted of questions designed to measure student knowledge on the following human relations areas: Test I - creativity and initiative and Test II - interest and enthusiasm and honesty and integrity. The number of questions completed by the students and the number of correct responses on the test were recorded for comparison by the experimenter. The comparison results of the two tests, according to the t-Test, appear in Tables I and II.

The scores of both groups of students on both tests were tabulated and the mean scores computed. The mean score for each group and for both tests was placed in a t-Test to determine if a statistically significant difference existed between the means. The mean scores of the learning activity package group was: Test I, 81.6, and Test II, 87.9, compared to that of the various classroom techniques group mean scores: Test I, 79.3, and Test II, 86.8. The t-Test comparison results were determined to be: Test I, 0.38, and Test II, 0.24. The calculated t-ratio indicated that the values did not exceed either the .01 or .05 level of significance, using the total number of students and Table II "Critical Values of t" (Tuckman, 1988, p. 476). Refer to Tables I and II which show the comparisons results.

#### SUMMARY

Chapter IV provided the results of the two tests administered to gather data. The data was recorded and calculated. The data was then presented for both tests in each group by calculating the mean scores and performing a t-Test to determine if a significant difference existed between the means. Chapter V will provide the Summary, Conclusions and Recommendations of the study.



TABLE I

## RESEARCH DATA - TEST I

<u>Control Group</u>	<u>Experimental Group</u>
100	100
100	100
100	100
100	100
90	100
90	95
90	90
90	90
85	90
85	85
80	85
80	85
75	85
75	85
70	80
70	75
70	70
50	70
50	55
	55
	30
	20
<hr/>	
N = 19	N = 22
$\bar{X} = 81.6$	$\bar{X} = 79.3$

## t - TEST RESULTS

$$t = \frac{2.3}{\sqrt{36.84}} = \frac{2.3}{6.07} = 0.38$$

TABLE II

## RESEARCH DATA - TEST II

<u>Control Group</u>	<u>Experimental Group</u>
100	100
100	100
100	100
100	100
95	100
95	100
95	100
95	100
90	95
90	95
90	90
85	90
85	85
85	85
80	85
80	85
75	80
70	80
60	80
	80
	45
	35
<hr/>	
N = 19	N = 22
$\bar{X} = 87.9$	$\bar{X} = 86.8$

## t - TEST RESULTS

$$t = \frac{1.1}{\sqrt{21.37}} = \frac{1.1}{4.62} = 0.24$$

## CHAPTER V

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## SUMMARY

The problem of this study was to measure the effectiveness of self-paced individual Learning Activity Packages (LAPS) compared to various and different instructional classroom teaching techniques on Fundamentals of Marketing students at Lakeland High School, Suffolk, Virginia.

The hypothesis of this study was that there would be no significant difference in the learning outcomes of students who were exposed to various teaching techniques and those who were exposed to using only IDECC Learning Activity Packages.

Two separate Fundamentals of Marketing student classes were used to complete the study. The results of two IDECC human relations tests were used by both groups to determine if one teaching method was better than the other concerning the outcome of student learning.

The mean scores for both the control and experimental groups were calculated and used to compute the t-Test. This method was used to see if there was a significant difference between the two means of both groups and both tests.

## CONCLUSIONS

The findings of this study showed that there was no significant difference in student learning outcome between the control group and the experimental group. According to the data presented in Chapter IV, the mean scores of the control group were: Test I, 81.6, and Test II, 87.9, compared to the mean scores of the experimental group: Test I, 79.3, and Test II, 86.8. This data was used to compute the t-Test to determine the level of significance. The results of the t-Test, as seen in Chapter IV, were determined to be: Test I, 0.38, and Test II, 0.24. The values from the computed t-ratio did not exceed either the .01 or .05 level of significance. Therefore, the researcher was able to accept the hypothesis that there would be no significant difference in the learning outcome of students in the control and experimental groups.

## RECOMMENDATIONS

Based upon the research findings and conclusions of this study, the researcher includes the following recommendations:

1. That additional research is needed in order to determine which of the teaching methods used in this study is more or less effective concerning student learning outcome.

2. That further research should be conducted using Pre-Tests and Post-Tests with both groups, comparing one group to the other and each group to itself, to show an increase, if any, in student learning outcome.
3. That further research should be conducted using other teaching methods, such as guest speakers, simulation, television, and videotapes, to determine their effectiveness concerning student learning outcome.
4. That similar research should be replicated, in the same format, using other curriculum units, such as math, merchandising and sales found in the Marketing Education Program because students may react differently to various areas.

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**APPENDIXES**



**APPENDIX A**  
**Test 1 and Key**

**TEST I****HUMAN RELATIONS**

**Directions:** Identify the best answer to each of the following questions. Record your responses on separate paper.

**OBJECTIVES A and B**

1. The ability to generate unique ideas, approaches, and solutions is called \_\_\_\_\_. (4 points)
  - a. creativity
  - b. determination
  - c. integrity
  - d. interest
  
2. It is believed generally that \_\_\_\_\_ possess(es) the trait of creativity. (4 points)
  - a. everyone
  - b. no one
  - c. only artists
  - d. only rare individuals
  
3. Creativity is associated closely with the trait of \_\_\_\_\_. (4 points)
  - a. dependability
  - b. imagination
  - c. orderliness
  - d. patience
  
4. In order to be creative, you must be mentally \_\_\_\_\_. (4 points)
  - a. aware
  - b. distracted
  - c. exhausted
  - d. isolated
  
5. High \_\_\_\_\_ ability seems to be related closely to high creative ability. (4 points)
  - a. mathematical
  - b. mechanical
  - c. social
  - d. verbal

(Continued)

6. Creative problem solving requires the ability to think \_\_\_\_\_. (4 points)
- a. illogically
  - b. nontraditionally
  - c. methodically
  - d. traditionally
7. Creative people prefer usually to work under \_\_\_\_\_ supervision. (4 points)
- a. authoritarian
  - b. close
  - c. minimal
  - d. moderate
8. Creative people seem to enjoy taking \_\_\_\_\_. (4 points)
- a. advice
  - b. orders
  - c. over
  - d. risks
9. The creative person is motivated greatly by the desire for \_\_\_\_\_. (4 points)
- a. conflict
  - b. money
  - c. promotion
  - d. recognition
10. Creative people are often very \_\_\_\_\_ with others. (4 points)
- a. deceptive
  - b. friendly
  - c. impatient
  - d. patient

(Continued)

OBJECTIVE C

11. Creativity can be helpful when handling customer \_\_\_\_\_. (4 points)
- a. credit applications
  - b. inquiries
  - c. objections
  - d. traffic patterns
12. A creative approach can be particularly useful when attempting to resolve \_\_\_\_\_ problems. (4 points)
- a. financial
  - b. human relations
  - c. mathematical
  - d. policy
13. Creative suggestions result often in changes which increase \_\_\_\_\_ and reduce expenses. (4 points)
- a. conflict
  - b. costs
  - c. efficiency
  - d. losses
14. Designing merchandise \_\_\_\_\_ requires a good deal of creativity. (4 points)
- a. displays
  - b. policies
  - c. prices
  - d. standards
15. An excellent way to show creativity on the job is by recommending ways to improve the quality of employee \_\_\_\_\_. (4 points)
- a. benefits
  - b. training
  - c. wages
  - d. working conditions

(Continued)

OBJECTIVE D

16. Meditation is considered to be an excellent technique for \_\_\_\_\_ your senses. (4 points)
- a. awakening
  - b. confusing
  - c. dulling
  - d. overcoming
17. The \_\_\_\_\_ technique involves identifying as many different ideas as possible during a set time frame. (4 points)
- a. brainstorming
  - b. idea analysis
  - c. listing
  - d. meditation
18. The process of acting through a situation without all the real characters being present is called \_\_\_\_\_. (4 points)
- a. brainstorming
  - b. method acting
  - c. problem solving
  - d. role playing
19. Putting the pieces of a problem together in different ways in order to see what happens is called \_\_\_\_\_. (4 points)
- a. cooperation
  - b. experimentation
  - c. implementation
  - d. manipulation
20. Playing board games is an excellent example of mental \_\_\_\_\_. (4 points)
- a. apathy
  - b. distraction
  - c. exercise
  - d. laziness

(Continued)

OBJECTIVE E

21. The first step in creative problem solving is to develop a creative \_\_\_\_\_. (4 points)
- a. exercise
  - b. frame of mind
  - c. idea
  - d. solution
22. It is often difficult to identify the real cause when dealing with \_\_\_\_\_ problems. (4 points)
- a. employee
  - b. financial
  - c. human relations
  - d. operational
23. It is essential to identify all of the \_\_\_\_\_ before trying to generate any possible solutions. (4 points)
- a. alternatives
  - b. consequences
  - c. facts
  - d. rewards
24. Whenever possible, it is a good idea to let a problem \_\_\_\_\_ before taking action. (4 points)
- a. become critical
  - b. develop
  - c. resolve itself
  - d. simmer
25. You should always have a sound \_\_\_\_\_ when selecting a final solution. (4 points)
- a. alternative
  - b. discussion
  - c. guarantee
  - d. rationale

**OBJECTIVE A**

26. A person who is willing to act without having to be told to do so is said to possess the trait of: (5 points)
- a. empathy.
  - b. initiative.
  - c. selfishness.
  - d. tact.
27. People who act without influence or direction from anyone else are said to be: (5 points)
- a. dependent.
  - b. egotistical.
  - c. independent.
  - d. insecure.
28. A personal characteristic expressed by a consistent pattern of behavior is called a(n): (5 points)
- a. asset.
  - b. feature.
  - c. image.
  - d. trait.
29. Personal characteristics are said to be \_\_\_\_\_ because they tend to influence one another. (5 points)
- a. common
  - b. independent
  - c. interdependent
  - d. unique
30. Identify the term synonymous with the word "adaptability." (5 points)
- a. Flexibility
  - b. Inflexibility
  - c. Reliability
  - d. Rigidity

(Continued)

31. Identify the trait which tends to have a close relationship with initiative. (5 points)
- a. Apathy
  - b. Industriousness
  - c. Insecurity
  - d. Punctuality

OBJECTIVE B

32. Initiative is considered to be \_\_\_\_\_ for employees in the field of marketing. (5 points)
- a. essential
  - b. optional
  - c. undesirable
  - d. unnecessary
33. Most marketing employees carry out their duties and responsibilities with minimal: (5 points)
- a. incentive.
  - b. productivity.
  - c. reward.
  - d. supervision.
34. By demonstrating initiative, an employee can usually increase his/her chances of being: (5 points)
- a. exploited.
  - b. promoted.
  - c. terminated.
  - d. transferred.
35. More frequent/substantial \_\_\_\_\_ often result from the demonstration of initiative. (5 points)
- a. errors
  - b. grievances
  - c. pay raises
  - d. salary cuts

(Continued)



36. By showing initiative consistently, you will increase the amount of \_\_\_\_\_ that you receive from customers, co-workers, and supervisors. (5 points)
- a. assistance
  - b. criticism
  - c. feedback
  - d. respect
37. By showing more initiative, you will probably raise the level of your own: (5 points)
- a. anxiety.
  - b. dissatisfaction.
  - c. self-doubt.
  - d. self-esteem.

OBJECTIVE C

38. The problem of being overeager is most common among \_\_\_\_\_ employees. (5 points)
- a. beginning
  - b. experienced
  - c. marketing
  - d. temporary
39. Sound \_\_\_\_\_ is essential when making decisions about the proper use of personal initiative. (5 points)
- a. health
  - b. judgment
  - c. organization
  - d. policy
40. As a new employee, your first responsibility is to learn all that you can about your: (5 points)
- a. community.
  - b. future.
  - c. job duties.
  - d. salary and benefits.

(Continued)

41. Employees with initiative always look for \_\_\_\_\_ things to do when their regular assignments have been completed. (5 points)
- a. additional
  - b. easy
  - c. pleasant
  - d. social
42. If you possess initiative, you usually do \_\_\_\_\_ you are told to do. (5 points)
- a. exactly what
  - b. less than
  - c. more than
  - d. None of these answers is correct.
43. Whenever possible, an employee with initiative will try to \_\_\_\_\_ other jobs within the company. (5 points)
- a. avoid
  - b. learn
  - c. obtain
  - d. supervise
44. Personal initiative can be demonstrated by coping effectively with \_\_\_\_\_ situations which arise on the job. (5 points)
- a. emergency
  - b. regular
  - c. routine
  - d. training
45. An employee with initiative often seeks to further his/her education in order to prepare for: (5 points)
- a. advancement.
  - b. graduation.
  - c. retirement.
  - d. unemployment.

**TEST I KEY****HUMAN RELATIONS****OBJECTIVES A and B**

1. a This is the basic definition of the term "creativity." Creativity is a personal trait involving imagination and original thought. "Determination" means commitment to the accomplishment of some purpose or goal. "Integrity" means honesty or conformity to established personal standards. "Interest" is concern for or excitement about something/someone. (4 points)
2. a Almost everyone possesses some creativity. Moreover, a person's creative abilities can be cultivated through training and practice. (4 points)
3. b Creativity is based upon "imagination" and original thought. In fact, the terms creativity and imagination are often used as synonyms. "Dependability," "orderliness," and "patience" have never been correlated with the trait of creativity. (4 points)
4. a Creativity relies heavily upon mental "awareness" (alertness) and flexibility. It is very difficult to think creatively when you are mentally "distracted," "exhausted," or "isolated." (4 points)
5. d "Verbal" ability appears to be closely correlated with creative ability. "Mathematical," "mechanical," and "social" skills seem to be unrelated to that trait. (4 points)
6. b Creativity requires the ability to think in a "nontraditional" manner. You must be able to break away from "traditional" and "methodical" thought patterns. By no means, however, does this imply that creative thinking should be "illogical." (4 points)
7. c Creative people are very independent generally and prefer to work with "minimal" or no supervision. They tend to rebel against a great deal of control. (4 points)
8. d Creative people like to take "risks" or chances. Normally, they dislike a lot of "advice" and are not adept at taking "orders." They may sometimes appear to be taking "over," but this is usually caused by their impatience with others — as opposed to a desire to control others. (4 points)
9. d Praise and "recognition" are primary motivators for creative people. They do not exhibit a marked desire for "conflict." While "money" and "promotion" may be important, they are usually secondary motives to highly creative types. (4 points)
10. c It has been noted that creative people are often "impatient" with others. The other three alternatives function merely as distractors. (4 points)

(Continued)

OBJECTIVE C

11. c Creativity can be very helpful during sales presentations and when handling customer "objections" and complaints. Creative thinking is not as important when dealing with "credit applications," responding to customer "inquiries" for information, and designing customer "traffic patterns." (4 points)
12. b Creativity is especially helpful when solving "human relations" problems among customers, co-workers, and supervisors. "Finances," "mathematics," and "policies" call for more logical, traditional thought processes. (4 points)
13. c Creative thinking often results in suggestions for operational changes which serve to increase "efficiency" and reduce business expenses. Suggestions which tend to bring "conflict," increased "costs," and increased "losses" will probably be unwelcome. (4 points)
14. a Designing special sales promotions and merchandise "displays" requires a good deal of creativity. Establishing product "policies," "prices," and "standards" usually calls for a more objective approach. (4 points)
15. b Recommending ways to improve the quality of employee "training" is an excellent way in which to show creativity. While they may be appropriate, recommendations concerning improved employee "benefits," "wages," and "working conditions" tend to show self-interest more than creativity. (4 points)

OBJECTIVE D

16. a Meditation is intended to help you "awaken" your senses, not "confuse" or "overcome" them. If you emerge with your senses "dulled," you probably fell asleep. (4 points)
17. a This is the basic description of the "brainstorming" technique. While this technique does involve "listing," "analysis" is postponed. "Meditation" has a very different purpose. (4 points)
18. d This is a basic description of the "role playing" technique. Role playing can be a safe and very effective technique for "problem solving." (4 points)
19. b "Experimenting" with a number of different ideas is an excellent technique for creative thinking. The other alternatives function merely as distractors. (4 points)
20. c Solving puzzles, reading mystery stories, doing word games, and playing board games help to keep you alert. Mental "exercises" such as these are excellent ways to keep your thinking sharp. (4 points)

(Continued)

OBJECTIVE E

21. b It is important to begin by preparing yourself to think creatively — by developing a creative “frame of mind.” This should be done before any attempt is made to generate “ideas” and “solutions.” Meditation is the most common form of mental preparation. (4 points)
22. c “Human relations” problems normally are the most difficult to resolve for many reasons. One important reason is that usually it is hard to even pinpoint the specific problem. (4 points)
23. c This is a critical step in the problem solving process and should be done immediately after the problem has been defined. Conduct an inventory of the “facts” by making lists or diagrams. (4 points)
24. d Sometimes it helps to let a problem “simmer,” even for a brief time. This may give you a chance to sort out your ideas or even think of new ones. The other alternatives are highly undesirable courses of action. (4 points)
25. d Your final solution must be feasible and you should always have a sound “rationale” for selecting it. If you are questioned or challenged, you should be able to give your reasons without hesitation. There are never any “guarantees,” and “discussion” and “alternatives” are not always required. (4 points)

## OBJECTIVE A

26. b The stem of this question represents the basic definition of the term "initiative." A person with initiative is willing to accept/seek additional duties and responsibilities without having to be urged. The term "empathy" refers to a person's sensitivity to and understanding of others. "Selfishness" means being overly concerned about one's own needs and interests. "Tact" refers to a person's ability to express his/her ideas and beliefs without offending others. (5 points)
27. c "Independent" people are ready, willing, and able to both think and act on their own. They do not have to be prodded or urged to do so. The same cannot be said for those who are "dependent" and/or "insecure." Being independent, however, does not necessarily mean being "egotistical." (5 points)
28. d This is the basic definition of the term "trait." A particular trait may or may not be an "asset." The term "feature" is used more commonly to refer to physical characteristics, as opposed to behavioral characteristics. A person's "image" is influenced by all of his/her personal traits. (5 points)
29. c Personal traits are "interdependent" — dependent upon one another. Each trait has an influence (direct or indirect) upon the others. No single trait can be truly "independent." The terms "common" and "unique" are used more appropriately to describe the frequency with which a given trait occurs among a number of individuals. (5 points)
30. a The term "flexibility" is a synonym for adaptability. "Inflexibility" and "rigidity" are antonyms for the term adaptability. "Reliability" means the same thing as dependability and functions as a meaningless distractor. (5 points)
31. b The trait of "industriousness" is closely related to the trait of "initiative." "Apathy" and "insecurity" tend to prevent initiative from being shown. "Punctuality" implies dependability — doing what you are supposed to do. This alternative is incorrect because initiative involves going beyond that which is normally expected of you. (5 points)

## OBJECTIVE B

32. a Initiative is considered to be absolutely "essential" for employee success in firms which market products and/or services. Regardless of the specific type of marketing business, the nature of the work usually requires employees to function somewhat independently. Therefore, they must be fully capable of thinking and acting on their own. (5 points)

(Continued)

33. d Most marketing employees carry out their duties and responsibilities with a minimum of direct "supervision." They are expected to be able to work efficiently and effectively with relatively little guidance. A high degree of "productivity" is expected from marketing employees, and they should certainly be provided with ample "incentives" and "rewards." (5 points)
34. b The employee with initiative has a much better chance of being selected for "promotion" or advancement. S/He also enjoys greater job security and, therefore, is much less threatened by "exploitation," "termination," and "transfer." (5 points)
35. c Employees with initiative usually receive more frequent/substantial "pay raises." Initiative is usually associated with fewer "errors" and "grievances." (5 points)
36. d The employee with initiative usually receives greater "respect" from customers, co-workers, and supervisors. While increased "assistance" and "feedback" may also result, these are secondary by-products. "Criticism" tends to come only from those who lack initiative themselves. (5 points)
37. d Increased "self-esteem" is one of the most important personal benefits associated with initiative. Exercising your initiative usually results in accomplishment and feelings of personal satisfaction. These positive feelings enhance your self-respect. (5 points)

#### OBJECTIVE C

38. a This problem is most common among "beginning" employees. It also occurs, however, among experienced employees who have recently assumed new positions/responsibilities within the company. By being overeager, you run the risk of creating errors, hard feelings, and other needless complications. (5 points)
39. b In order to avoid negative consequences, carefully analyze the situation before deciding to exercise your initiative. Be sure to consider any "organizational" rules or "policies" that might apply, as well as the consequences of departing from those policies. Sound "judgment" is essential. (5 points)
40. c As a new employee, your first responsibility is to learn your "job duties" thoroughly. As your experience increases, so will your ability to make wise decisions about the use of initiative. The other alternatives represent important, but secondary, concerns. (5 points)

(Continued)

41. a Employees with initiative always look for "additional" things to do when their regular duties have been completed. In so doing, they look for things which need to be done — not just for things which happen to be "easy," "pleasant," or "social" in nature. (5 points)
42. c Employees with initiative always try to do "more than" they are told to do. This is the essence of initiative. (5 points)
43. b When possible, employees with initiative try to "learn" other jobs within the company. This makes them more valuable employees. This does not mean, however, that they try to "obtain" other jobs or "supervise" other people. (5 points)
44. a An excellent way to show initiative is to cope effectively with "emergency" and other unusual situations that arise. Simply handling "regular" or "routine" situations does not reflect initiative. (5 points)
45. a Employees with initiative seek to further their education/training in order to prepare themselves for career "advancement." In many fields, supplemental preparation has become a prerequisite for promotion. (5 points)



**APPENDIX B**

**Test II and Key**

**TEST I I****HUMAN RELATIONS**

**Directions:** Identify the best answer to each of the following questions. Use a separate sheet of paper to record your responses.

**OBJECTIVE A**

1. Feelings of boredom can have some very negative effects when they occur \_\_\_\_\_.  
(5 points)
  - a. chronically
  - b. infrequently
  - c. occasionally
  - d. rarely
2. Your outlook has a strong influence on your \_\_\_\_\_ and, therefore, on the image which you project to others.  
(5 points)
  - a. behavior
  - b. clothing
  - c. friends
  - d. perspective
3. An \_\_\_\_\_ is something that you are curious about, concerned for, or involved with.  
(5 points)
  - a. action
  - b. attitude
  - c. interest
  - d. issue
4. Identify the term which means the opposite of enthusiasm.  
(5 points)
  - a. Apathy
  - b. Curiosity
  - c. Excitement
  - d. Interest
5. Marketing employees are expected to demonstrate a high degree of interest and enthusiasm toward the \_\_\_\_\_.  
(5 points)
  - a. goals of the business
  - b. people with whom they come in contact
  - c. products/services marketed by their firm
  - d. All of these answers are correct.

(Continued)

**OBJECTIVE B**

6. Enthusiastic behavior is a good indicator of \_\_\_\_\_. (5 points)
- a. aggressiveness
  - b. immaturity
  - c. insecurity
  - d. self-confidence
7. An enthusiastic outlook can improve your ability to \_\_\_\_\_ everyday problems. (5 points)
- a. avoid
  - b. cope with
  - c. eliminate
  - d. tolerate
8. Being enthusiastic can do much to increase the amount of \_\_\_\_\_ that you derive from your work. (5 points)
- a. experience
  - b. frustration
  - c. satisfaction
  - d. stress
9. Your interest and enthusiasm can do much to enhance the general \_\_\_\_\_ within your work group. (5 points)
- a. conflict
  - b. disorder
  - c. friction
  - d. harmony
10. Interest and enthusiasm can lead to greater personal \_\_\_\_\_. (5 points)
- a. achievement
  - b. disappointment
  - c. failure
  - d. instability

(Continued)

OBJECTIVE C

11. By changing your \_\_\_\_\_, you can change your attitude. (5 points)
- a. behavior
  - b. feelings
  - c. occupation
  - d. None of these answers is correct.
12. Altering a personal behavior pattern requires discipline and \_\_\_\_\_. (5 points)
- a. assertiveness
  - b. empathy
  - c. leadership
  - d. practice
13. The term "verbal communications" refers to the process of communicating \_\_\_\_\_. (5 points)
- a. in writing
  - b. orally
  - c. with gestures
  - d. with words
14. \_\_\_\_\_ is a vital communications skill and one of the best ways to let someone know that you are truly interested. (5 points)
- a. Listening
  - b. Repeating
  - c. Speaking
  - d. Writing
15. Your \_\_\_\_\_ let people know that you are really thinking about what they are saying. (5 points)
- a. declarations
  - b. questions
  - c. statements
  - d. witticisms

(Continued)

16. The term "nonverbal communications" refers to the process of communicating \_\_\_\_\_ . (5 points)
- a. in writing
  - b. through the spoken word
  - c. with words
  - d. without words
17. Which of the following is an example of a nonverbal signal? (5 points)
- a. Choice of words
  - b. Eye contact
  - c. Questioning
  - d. Tone of voice
18. The term "body \_\_\_\_\_ " refers to the way in which a person stands or sits. (5 points)
- a. gesture
  - b. language
  - c. movement
  - d. posture
19. Facial expressions can be classified as \_\_\_\_\_ signals. (5 points)
- a. nonverbal
  - b. verbal
  - c. either verbal or nonverbal
  - d. None of these answers is correct.
20. Although it should not stop you, behaving with enthusiasm often involves some degree of \_\_\_\_\_. (5 points)
- a. embarrassment
  - b. luck
  - c. physical danger
  - d. risk

**OBJECTIVE A**

21. In general, people judge your personal honor on the basis of your: (5 points)
- a. appearance.
  - b. behavior.
  - c. education.
  - d. occupation.
22. The basic principles by which you live are referred to as your: (5 points)
- a. ethics.
  - b. interests.
  - c. needs.
  - d. traits.
23. You are \_\_\_\_\_ if you avoid deception and fakery. (5 points)
- a. dishonest
  - b. honest
  - c. naive
  - d. unethical
24. Another term for indisputable or accepted fact is: (5 points)
- a. belief.
  - b. statement.
  - c. theory.
  - d. truth.
25. Falsehoods are statements made for the express purpose of \_\_\_\_\_ someone. (5 points)
- a. deceiving
  - b. harming
  - c. persuading
  - d. sparing

(Continued)

**OBJECTIVE B**

26. Dishonest behavior is often an expression of: (5 points)
- a. dedication.
  - b. happiness.
  - c. satisfaction.
  - d. unhappiness.
27. Some people are tempted to lie in order to \_\_\_\_\_ something that they want. (5 points)
- a. accept
  - b. delay
  - c. obtain
  - d. refuse
28. Many people lie to \_\_\_\_\_ punishment. (5 points)
- a. escape
  - b. increase
  - c. invite
  - d. obtain
29. People sometimes hide the truth in order to \_\_\_\_\_ others. (5 points)
- a. control
  - b. impress
  - c. protect
  - d. All of these answers are correct.
30. Unethical actions are sometimes motivated by a desire to protect a(n): (5 points)
- a. group.
  - b. individual.
  - c. institution.
  - d. All of these answers are correct.

(Continued)

**OBJECTIVE C**

31. Second chances are \_\_\_\_\_ given to people found to be dishonest. (5 points)
- a. frequently
  - b. occasionally
  - c. rarely
  - d. never
32. To many, the worst type of lie is a \_\_\_\_\_ one. (5 points)
- a. harmless
  - b. personal
  - c. malicious
  - d. silent
33. The more personal \_\_\_\_\_ involved in a lie, the more negatively people will react. (5 points)
- a. gain
  - b. heredity
  - c. pride
  - d. sacrifice
34. People will usually forgive you quickly if your trickery \_\_\_\_\_ them. (5 points)
- a. avoids
  - b. benefits
  - c. hurts
  - d. includes
35. Generally, trust is \_\_\_\_\_ to restore. (5 points)
- a. easy
  - b. difficult
  - c. impossible
  - d. None of these answers is correct.

(Continued)



OBJECTIVE D

36. You should not \_\_\_\_\_ those who rely upon you. (5 points)
- a. commend
  - b. direct
  - c. mislead
  - d. support
37. When asked about the dishonest behavior of someone else, you should: (5 points)
- a. lie to protect the other person.
  - b. refuse to answer.
  - c. respond honestly.
  - d. None of these answers is correct.
38. To be ethical, you should pay all debts: (5 points)
- a. eventually.
  - b. possible.
  - c. promptly.
  - d. with interest.
39. You should always give \_\_\_\_\_ where it is due. (5 points)
- a. blame
  - b. credit
  - c. criticism
  - d. sarcasm
40. Always give a fair \_\_\_\_\_ for your pay. (5 points)
- a. amount of time
  - b. concern
  - c. effort
  - d. limit

**TEST II KEY****OBJECTIVE A****HUMAN RELATIONS**

1. a Feelings of boredom are not at all uncommon and have few ill effects when experienced "infrequently," "occasionally," or "rarely." It is "chronic" boredom which is unusual and which can bring drastic consequences. (5 points)
2. a Your outlook has a strong influence on your "behavior." In general, the way you feel is reflected in the things you do and say. Your choices concerning "clothing" and "friends" are certainly affected by your feelings, but these alternatives are too specific because they are only examples of behavior. The term "perspective" means the same thing as outlook. (5 points)
3. c This is the basic definition of the term "interest." The term "action" implies performance or conduct of some sort. An "attitude" is a feeling or belief. An "issue" is a point or question in dispute. (5 points)
4. a The term "apathy" is the only antonym in this list. The other alternatives are closer to being synonyms. (5 points)
5. d Marketing employees must show interest and enthusiasm toward all of these things. In addition, they must be enthusiastic in regard to the duties and responsibilities associated with their particular jobs. (5 points)

**OBJECTIVE B**

6. d Enthusiastic behavior is generally interpreted as an indicator of "self-confidence" and maturity. Being enthusiastic does not mean that you are "aggressive," "immature," or "insecure." (5 points)
7. b An interested and enthusiastic perspective can do much to help you "cope" more effectively with everyday problems and pressures. Although such an attitude does increase your "tolerance," it does not result in the "avoidance" or "elimination" of all difficulties. (5 points)
8. c Being enthusiastic about your work will probably result in increased job "satisfaction." It should serve to reduce the amount of "frustration" and "stress" that you undergo. Indirectly, your enthusiasm may cause your supervisor to increase your responsibilities, thereby improving the overall quality of your work "experience." (5 points)
9. d Individual enthusiasm contributes greatly to the general "harmony," morale, and effectiveness of a work group. It serves to reduce "conflict," "disorder," and "friction." (5 points)

(Continued)

10. a Interest and enthusiasm should help you to realize more/greater personal "achievements." It should help reduce "disappointment," "failure," and "instability."  
(5 points)

### OBJECTIVE C

11. a By carefully structuring your "behavior," you can either reinforce or modify certain attitudes and "feelings" that you possess. This can be a powerful technique for accomplishing personal change.  
(5 points)
12. d Changing a personal behavior pattern requires substantial discipline and "practice." Although "assertiveness" is somewhat related, "empathy" and "leadership" are irrelevant because of their external focus.  
(5 points)
13. d Verbal communication involves communicating "with words." This term includes both "oral" and "written" forms.  
(5 points)
14. a Carefully "listening" to what someone else has to say is one of the best possible ways to let him/her know that you are truly interested. "Repeating," "speaking," and "writing" are not nearly as effective.  
(5 points)
15. b By asking appropriate "questions," you show that you are doing more than just talking and listening. Your questions tell people that you want more information about the topic and that you are really thinking about the information being given.  
(5 points)
16. d The term "nonverbal communications" means communicating "without words." It refers to the various signals which you send through facial expressions, gestures, postures, and so on.  
(5 points)
17. b This is the only alternative which does not involve the use of words.  
(5 points)
18. d The term "posture" refers to the way in which an individual sits or stands.  
(5 points)
19. a Facial expressions are "nonverbal" because they do not involve the use of words.  
(5 points)
20. d Behaving with enthusiasm requires that you openly express and commit yourself — it involves a little "risk." Risk may or may not take the form of "embarrassment" or "physical danger." "Luck" is irrelevant.  
(5 points)

OBJECTIVE A

21. b Your personal honor — your honesty and integrity — is demonstrated by your “behavior.” Personal honor cannot be determined by your “appearance,” “education,” or “occupation.” (5 points)
22. a Your “ethics” guide your behavior and provide you with a sense of “right and wrong.” “Needs” are requirements of some sort — the things people must have in order to lead full and happy lives. “Interests” are the things that a person is involved with, concerned for, or curious about. “Traits” are a person’s characteristics or qualities. Your ethics are related to (but different from) your needs, interests, and traits. (5 points)
23. b When you are “honest,” you are truthful, fair, authentic, and honorable. “Deception” and “fakery” are aspects of dishonesty. “Naivety” shows a lack of experience or information but does not involve deception or fakery. (5 points)
24. d Telling the “truth” involves seeing and describing things as they really are. “Theories,” “beliefs,” and “statements” are not always based on fact. (5 points)
25. a “Deceit” is always an aspect of lying. Falsehoods have various motives such as “harming,” “sparing,” or “persuading” another person. (5 points)

OBJECTIVE B

26. d Dishonest behavior can be an outgrowth of “unhappiness” or dissatisfaction. People who are “happy,” “dedicated,” or “satisfied” do not tend to exhibit dishonest behavior. (5 points)
27. c Personal gain frequently tempts people to lie. The more people perceive a lie as being intended for personal gain, the more negatively they will react. (5 points)
28. a People frequently lie to avoid or to “escape” punishment. Lying to “increase,” to “invite,” or to “obtain” punishment is considered abnormal behavior. (5 points)
29. d Remember that there is no single reason why people choose to lie. Common motives for lying are to “control,” to “impress,” or to “protect” others. (5 points)
30. d An overly strong desire to protect an “individual,” a “group,” or an “institution” can result in unethical actions. Although you consider your dishonest behavior to be in the best interest of someone or something, you must be ready to accept the responsibility for your deception. (5 points)

(Continued)

OBJECTIVE C

31. c Once a person's trust is shattered because of your dishonesty, it is difficult to restore. You must be ready to accept the consequences of your behavior. (5 points)
32. c If your lie is intended to harm, people will react very negatively. This type of falsehood is perceived by many people to be the worst. (5 points)
33. a The more people perceive your lie as being intended for "personal gain," the more negatively they will react. The more gain involved, the more serious the lie. (5 points)
34. b If your falsehood "benefits" someone, that person will tend to forgive you more quickly. In general, however, people do not look favorably upon being involved with dishonest behavior. (5 points)
35. b Once trust is shattered, it is "difficult" to restore. This is particularly true in business activities. (5 points)

OBJECTIVE D

36. c To maintain integrity, you cannot "mislead" those who rely upon you. You should, however, "commend," "support," and "direct" them when necessary. (5 points)
37. c Be sure to "respond honestly" to proper questions about the dishonesty of another. By protecting a dishonest person, you damage your own integrity. (5 points)
38. c Businesses rely upon your integrity to pay your debts "promptly." They cannot provide their services/products if they can only rely on "possible" or "eventual" payments. (5 points)
39. b Be sure to give "credit" to others when it is deserved and thereby encourage positive working relationships. "Criticism," "sarcasm," and "blame" should be tempered. (5 points)
40. c You are paid a salary or wages in exchange for your labor. Always do your fair share of work and do not expect others to do your work for you. (5 points)